



# **CIVILIAN PERSONNEL CAREER MANAGEMENT**

**July  
2006**

**ARMY CIVILIAN TRAINING, EDUCATION, AND  
DEVELOPMENT SYSTEM (ACTEDS) PLAN**

**Health System Administration**

**OCCUPATIONAL SERIES GS-0670**

**and**

**Health System Specialist**

**OCCUPATIONAL SERIES GS-0671**

**CAREER FIELD 53**

**ACTEDS PLAN**

**TO CONSERVE THE FIGHTING STRENGTH**

# ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM PLAN

## HEALTH SYSTEM ADMINISTRATION - GS-0670 HEALTH SYSTEM SPECIALIST - GS-0671 Career Field 53

### Summary.

a. This document describes the Health System Administration and the Health System Specialist ACTEDS Plan. It includes the listing of training, education, objectives, key positions, career paths, and developmental opportunities that enhance the careerist's capability to advance within the Health System Administration community of the Army Medical Department (AMEDD). This plan describes separately the Health System Administration and the Health System Specialist communities.

b. Nothing in this plan should be construed to obligate any Department of the Army activity to select or fund the training of any individuals covered by this plan; such training is always accomplished subject to budgetary and mission requirements.

**Interim Changes.** Interim changes will be distributed as required to update information contained in this document.

**Suggested Improvements.** The proponent agency for this document is the United States (U.S.) Army Medical Department Center and School (AMEDDC&S). Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Commander, AMEDDC&S, AMEDD Personnel Proponent Directorate, ATTN: MCCS-DC, 1400 East Grayson Street, STE 213, Fort Sam Houston, TX 78234-5052.

**Distribution.** Primary access to this Plan is via the Internet at:  
<http://appd.amedd.army.mil/acteds.htm>.

The appearance of hyperlinks does not constitute endorsement by the U.S Army of these Web sites or the information, products or services contained therein. For other than authorized activities such as military exchanges and Morale, Welfare and Recreation sites, the U.S. Army does not exercise any editorial control over the information you find at these locations. Such links are provided consistent with the stated purpose of this Department of Defense (DOD) Web site.

NOTE: Due to the forthcoming implementation of the National Security Personnel System (NSPS), efforts have been made to incorporate applicable information into this ACTEDS Plan. This document will be updated with all applicable information upon final NSPS implementation. Additional information on NSPS is available at: [www.cpol.army.mil](http://www.cpol.army.mil).

This ACTEDS Plan includes Army Core Leader Development Courses. Upon implementation of the Civilian Education System (CES), this document will be updated to reflect any changes necessary.

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# ARMY CIVILIAN TRAINING, EDUCATION, AND DEVELOPMENT SYSTEM PLAN

## HEALTH SYSTEM ADMINISTRATION - GS-0670

## HEALTH SYSTEM SPECIALIST - GS-0671

### Career Field 53

#### 1. Introduction.

a. The Army Civilian Training, Education, and Development System (ACTEDS) is a Department of the Army (DA) program that provides a progressive and sequential framework for developing the technical, managerial, and professional skills required of the U.S. Army's civilian workforce. It mirrors what the Army does to guide military personnel throughout their careers. This ACTEDS Plan for Health System Administration and Health System Specialist provides careerists and management with a guide to assist in career enhancement and progression. It includes a listing of the training, education, and developmental opportunities that enhance the careerist's advancement within the health system administration community. Training and development planning are essential in developing and enhancing the employees' competencies. This plan, if followed, will provide the Health System Administrator and the Health System Specialist the avenue to become more proficient in their fields, benefiting the Army, the local military organization, and the employee.

b. This Plan is in no way linked to upgrading individual position descriptions. Employees must still meet qualification requirements identified in Office of Personnel Management (OPM) qualification standards. The qualification standards are available at the OPM website: <http://www.opm.gov>.

#### 2. Objectives.

a. Provide a proactive career development program for Health System Administrators and Health System Specialists from entry level to senior level positions throughout their careers.

b. Provide a career path of technical and professional training that will increase their knowledge base, maximize productivity and efficiency, and minimize costs.

c. Provide a means for goal formulation and measurement of performance for leaders.

d. Aid in the recruitment and retention of motivated individuals in the DA healthcare delivery system.

**3. Coverage.** This plan applies to all civilian employees working in the field of Health System Administration, regardless of the level at which they were hired and the organization or agency to which they are assigned or attached.

**4. Career Field Information.** The opportunities for healthcare administrators are increasing and the challenges they face in ensuring effective, efficient healthcare services for communities are many. Shortages of nurses and other healthcare workers, concern for the safety and quality of healthcare services, rising costs, a growing number of uninsured Americans, an aging population, and rapidly changing medical technology and practice all make the field of health administration a very big job for those who are willing to accept the challenge. For those who

do, the rewards come in knowing that you are making a positive difference in the lives of people and communities.

**5. Key Positions.** Key Positions within occupational series GS-670 and GS-671 are defined as operating and staff positions having broad responsibilities and duties for managing, or which substantially impact AMEDD programs. Lists of key positions for GS-670's and GS-671's are found respectively in Appendix A and Appendix B. In general, these positions are senior positions in a given health systems administration function at each organizational or command level. In some instances, "deputy" or "assistant" titled positions may also be considered key. The CF Functional Chief Representative (FCR) has final approval authority for designation of key positions.

**6. Responsibilities.** Development, coordination, management, and implementation of this ACTEDS plan are the shared responsibility of the proponent, the proponent agency, the Functional Chief (FC), and the FCR. The proponent for this series, and all occupational series in Career Field (CF) 53, is The Surgeon General (TSG) of the U.S. Army. The proponent agency is the AMEDDC&S, AMEDD Personnel Proponent Directorate (APPD). The FC is the Chief, Medical Service Corps. The FC will designate a senior official holding a top-level position to be the CF FCR for the Army Health System Administrator and Health System Specialist series. In turn, the CF FCR will designate individuals in key positions to serve as subject-matter experts (SMEs).

a. The Deputy Chief of Staff, G1, Central Program Operations Division, ACTEDS Management Branch, provides overall policy and direction for this ACTEDS plan, and will:

- (1) Provide overall program management, guidance, direction, and approval.
- (2) Provide funding support for selected ACTEDS Core Leader Development training.
- (3) Provide assistance to the FC, the CF FCR, and APPD in implementing this ACTEDS Plan.

b. Functional Chief Representative. The CF FCR has operational responsibility for administration of the GS-670 and GS-671 occupational series. These responsibilities include:

- (1) Assisting the APPD in preparation of career management regulations by providing advice on career patterns; identifying competencies required for specific job categories; identifying training and development needs; and recommending functional courses and equivalencies for the enhancement of the employee.
- (2) Selecting SMEs to participate in job analysis, establishing evaluation criteria, and rating applicants for referrals.
- (3) Monitoring affirmative action goals and Equal Employment Opportunity (EEO) progress.
- (4) Assisting TSG in estimating Army-wide Health System Administrator and Health System Specialist training needs and ensuring the Master Training Plan (MTP) is adequate.

(5) Assisting TSG in establishing standards for selection of training sites.

(6) Exercising final approval authority for the designation of key positions.

c. Commanders of Major Army Commands (MACOMS) will:

(1) Ensure identification and resourcing of non-ACTEDS CF training needs (such as training to meet MACOM mission requirements and individual training needs).

(2) Assure career management is evaluated and follow-up actions are taken to support quality staffing, employee communications, Affirmative Employment Program (AEP) and EEO objectives, and ACTEDS training, education, and development requirements.

(3) Establish leadership and direction in the AEP aspects of career management identify situations within the MACOM where EEO progress is inadequate and initiate corrective action.

d. Activity/Installation/Medical Treatment Facility (MTF) commanders will:

(1) Obtain and provide funding, within activity/ installation resources, to attain ACTEDS Plan objectives. (Note: Funding may not always be available for all specified training and education at specific grade levels.)

(2) Support developmental assignments/reassignments and formal training of participants.

e. The senior Health Systems Administrator/Specialist at each Activity/ Installation/MTF informs the CF FCR of:

(1) planned career requirements,

(2) funding needs,

(3) distribution of funds,

(4) management of career track opportunities and spaces, and

(5) registration/continuing education maintenance requirements.

f. The supervisor will:

(1) Prepare, in concert with the employee, and approve Individual Development Plans (IDPs) for employees participating in this Plan. Additional information on IDPs is included in paragraph 13 of this document.

(2) Identify and coordinate developmental assignments utilizing career paths.

(3) Release employees for identified ACTEDS Plan training and development opportunities (mission permitting).

(4) Ensure employees possess or are provided opportunities to obtain required competencies.

(5) Perform ongoing evaluation of employee career progression.

g. Each employee is responsible for assisting management in establishing their IDP and demonstrating the interest, enthusiasm, and initiative required to achieve the stated objectives.

## **7. Mentoring.**

a. The Army Mentorship definition is: The voluntary, developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect.

b. Mentors are senior careerists, managers, or commanders who not only personally become involved in the development of personnel within their organizations but also influence decisions to establish programs, commit resources, and make assignments that make career development happen. Mentoring is most successful when the person being mentored is mobile and can take advantage of the widest range of opportunities. Using the ACTEDS Plan as a base, mentors will facilitate training and career-broadening opportunities, help personnel assess their potential, and actively guide them through the appropriate career-area progression pattern. Mentoring for Civilian Members of the Force, DA Pamphlet 690-46 ([http://www.usapa.army.mil/pdffiles/p690\\_46.pdf](http://www.usapa.army.mil/pdffiles/p690_46.pdf)), is a recommended reference for mentors and personnel being mentored.

**8. Career Ladder.** The Career Ladder (Appendix C) illustrates the typical pattern of progression from entry level to an advanced level in the GS-0670 and GS-0671 series. The career path for the Health System Administrator begins at the GS-13 level and progresses to GS-15. The career path for the Health System Specialist begins at the GS-05 level and progresses to GS-15. Grades are subject to the scope of responsibilities of the position and may vary among MTFs. Individuals should be guided by the qualification standards established by OPM. The career ladder shown in this ACTEDS Plan assumes that individuals employed at various grade levels have met the minimum requisite qualifications in this classification series.

## **9. Training Competencies.** (Appendix D).

a. Competencies shown at Appendix D are the applicable competencies for Health System Administrators/Specialists in the performance of their assigned duties. Supervisors have the responsibility for the career management of their employees; therefore, they must ensure that employees under their supervision possess, or are provided opportunities to obtain, required competencies through formal and on-the-job training (OJT).

b. Equivalency credit may be granted for formal courses or OJT received from sources other than those listed in the MTP (Appendix E-F). Applications for equivalency credit (Appendix K) should be submitted through the supervisor to the CF FCR for evaluation.

## **10. Master Training Plans For GS-670, GS-671. (Appendix E and F).**

### **a. General.**

(1) Employees enter these occupational series at various levels with varying degrees of preparation, capability, and potential for growth. For this reason, training identified for an employee should be based on what formal training and/or OJT the employee brings to the job in comparison to that required for advancement as outlined in this ACTEDS plan. Consideration should be given to documented prior experience and training. Training and development is divided into two categories: Universal Training and Competitive Professional Development.

(2) Universal Training. Universal training requirements provide standardized competencies across the occupational series to all employees who have similar duties and responsibilities. Universal training requirements are prioritized to assist commanders in planning and programming for ACTEDS funding. Universal training priorities are as follows:

**Priority I** - Mandatory training that is typically a condition of employment, must be successfully completed within a specified time period, and meets one or more of the following criteria: (a) employee must have for acceptable performance; (b) training is essential for mission accomplishment; (c) training is mandated by higher authority (law or DOD) or is required for health, certification, or safety reasons; (d) training is mandated by Headquarters, Department of Army (HQDA) as an ACTEDS leader development core course; or (e) training is essential, functional intern training.

**Priority II** - Training that should be successfully completed within a specified time period, but may be delayed if funding is not available, and should meet one or both of the following criteria: (a) employee should have for maximum proficiency, and/or (b) training improves the quality of mission accomplishment.

**Priority III** - Training that should be funded after Priority I and II requirements and should meet one or both of the following: (a) provides or enhances competencies needed on the job, or (b) leads to improvement of mission accomplishment.

b. Competitive Professional Development (CPD). This category includes developmental opportunities for which individuals are competitively selected. It covers Army-wide competitive programs that are centrally funded by HQDA. Competitive professional development also includes fellowship programs, developmental assignments, and training-with-industry, which are funded by either the MACOM or the installation. The annual Catalog of Civilian Training, Education and Professional Development Opportunities is available on the World Wide Web at <http://www.cpol.army.mil/train/catalog/index.html>, and contains specific information about current competitive development opportunities, along with all necessary procedural and application requirements.

(1) The ideal training program provides the opportunity for every employee to advance to the highest level of his/her capability. The most effective training and development activity for any Army civilian career employee will result from an appraisal/counseling interview which: (a) identifies training requirements, (b) systematically schedules the training needed to meet the requirements, and (c) takes greatest advantage of work situations and operating problems for OJT development purposes.



(2) Development and rating methods of civilian employees are outlined and reported annually through the Total Army Performance Evaluation System (TAPES). The rater/supervisor, with the ratee's input, during counseling sessions, will assist the ratee in identifying the required training and/or professional development objective.

(4) When an employee has completed a required phase of training, it must be documented by the supervisor. The completed training will be noted in the IDP and TAPES, and then filed in accordance with local procedures. Employees who demonstrate the ability to effectively handle increasingly complex assignments become more competitive for developmental assignments and advancement.

(5) Self-Development. In addition to the mandated training outlined in the MTP, employees at all levels are encouraged to undertake individual projects such as technical papers, presentations, and membership in professional organizations. These opportunities will increase their knowledge, improve competence in their area of interest, and offset any limitations identified in the career planning process. This is a voluntary effort initiated and conducted by the employee. Active interest in self-development generally indicates that an employee has a strong desire to achieve or exceed planned career goals. Employees will be encouraged to take advantage of: (a) available Army and other professionally relevant correspondence courses, (b) opportunities for study at nearby colleges or universities; (c) planning, reading, and discussion of developments in the various aspects of the field of Health System Administration; and (d) seminars, workshops, teleconferences, videos, and meetings sponsored by professional organizations.

(6) Competitive Opportunities. Long-term training is a competitive opportunity intended to expand and develop GS-12 through GS-15 careerists through educational opportunities and work experiences apart from their assigned organizations. Competitive opportunities are approved through the MACOM or CF FCR and some are centrally funded by HQDA. They include formal courses and developmental assignments such as: (a) the Army War College, (b) the Army Congressional Fellowship Program, (c) college and university course work, and (d) DA rotations.

#### c. Training Levels.

(1) Entry Level for GS-670. An individual entering at the entry level for Health System Administration, GS-13 is defined as one with extensive experience and education (Masters Degree in Business Administration with concentration in Healthcare or a Masters Degree in Healthcare Administration) in the field. Full performance in this series is at the GS-13 level and above. This employee requires training in executive skills, strategic planning, and organization leadership in preparation for senior leadership roles at the GS-14/15 level.

(2) Entry Level for GS-671. An individual entering at the entry level for Health System Specialist, GS-05, is defined as one with limited experience in the field. This new employee generally requires OJT experience and technical training. Emphasis is placed on their involvement with and training in: (a) fundamentals of health system administration; (b) fundamentals of federal law, DA regulations, and directives in promoting wellness; (c) computer training; and (d) professional group activities. These individuals may enter the GS-671 field either through the normal civil service application and employer selection process, or through the MACOM administered employee intern program.

(3) For GS-671 employees (or other upward mobility placement programs) who are not graduates of the intern program, the journeyman level is GS-11. At the GS-09 level, the primary focus is on increasing the technical knowledge and skills of the employee. Secondly, emphasis is placed on management and human relation skills including training for personnel selected to fill supervisory positions. These personnel will continue to receive progressive responsibility for assignments and, as they progress, will be afforded the opportunity to exercise some supervisory authority. Work assignments will be selected to add to the depth and breadth of their technical and leadership competence. Self-development activities are accelerated and focused to ensure careerists continue to add to their variety of experiences. College/university study, speaking and writing activities, and participation in professional group activities are encouraged. Journeyman positions represent full performance, and are normally technical leaders of lower-graded personnel. Although most supervisory positions start at the GS-12 level, some GS-09 and GS-11 positions, at some locations, may be supervisory.

(4) Intermediate Level training for Health System Specialist GS-11/12 places emphasis on broadening the individual's technical knowledge in several areas of health system administration in addition to developing managerial supervisory and administrative abilities. All GS-13/14/15 Health System Specialists are recognized as SMEs.

(5) Advanced Level training for Health System Specialist GS-13/14/15 focuses on the entire range of administrative regulations and precedents in accordance with (IAW) policies applicable to one or more programs. These employees identify and propose solutions to hospital management problems that are characterized by their breadth, importance, and severity, and for which previous studies and established management techniques are frequently inadequate. Their decisions significantly affect the content, interpretation, or development of Army policies and programs concerning critical matters or major issues. They are assigned positions/studies where limited guidance exists as to the method of evaluation for the potential experience identified or, where possible, new experiences need to be identified for a new operation or new product. Training will be on topics that are emerging issues in the specialized field as well as seminars and conferences where these topics are likely to be discussed. At this level, the employee must have a mastery of one or more specialty fields evidenced by application of new developments and theories to critical and novel problems, and extension and modification of approaches and methods to solve a variety of problems with unconventional solutions. Developmental assignments for these employees may include rotations through other agencies as well as congressional exchanges. All GS-13/14/15s are recognized as SMEs.

**11. Intern Program.** The U.S. Army Medical Command (MEDCOM) periodically publishes announcements of the GS-671 intern program, with all procedures for application and selection. Interns generally progress through a rigid and orchestrated training program taking them through the GS-05/13 grades. GS-11 is the journeyman level for interns in this field.

## **12. Master Intern Training Plan (MITP). (Appendix G)**

a. The MITP at Appendix G is a comprehensive plan, which outlines the core competencies interns should possess by the time they reach their target grade. It lists the competencies or required to perform at the journeyman level to the means for acquiring those competencies. The MITP is applicable to all centrally and locally funded career interns in CF-53.

b. Using the MITP as a guide, an IDP (Appendix L) will be developed for each intern within 30 days of the intern's entrance on duty. The IDP will include: (1) orientation to government service for new government employees; (2) orientation to the mission and functions of the organization to which the intern is assigned, and the organization's role in the Army's health care mission; (3) mandatory and appropriate assignment-specific courses, mandatory Civilian Leadership Training courses, and any courses needed for assignment-specific duties immediately following the intern program; (4) automation skill courses; (5) self-development courses and activities; and (6) rotational OJT.

c. It is essential the IDP incorporate a variety of OJT assignments to maximize exposure to the varied competencies (see Appendix C).

d. The IDP should be reviewed periodically to gauge progress of the intern in meeting training objectives. The IDP may be adjusted to meet the needs of the intern and conditions at the training site. Adjustments may be appropriate when learning objectives are met in less than the projected time, when additional time is needed to complete an assigned task or to become more familiar with a competency, or because of an approved intern absence.

e. The IDP will serve as the basis for developing the intern's TAPES objectives. The intern's appraisal will reflect not only which competencies and skills have been acquired but also how well they have been applied to assigned duties.

**13. Individual Development Plan (IDP).** An IDP (Appendix I) is a written schedule or action plan to help individuals reach career goals within the context of organizational objectives. It is intended to move employees from where they are to where they want to be. The plan is developed to establish a written document that identifies required training, provides order, maintains focus, and tracks progress of the activities outlined with the intent of aiding an employee in accomplishing their career goals.

a. The employee should initiate the IDP process. The employee establishes goals and objectives with input from the supervisor. Both should discuss the plan and reach agreement on the employee's developmental plan for accomplishing their goals and objectives. The IDP's goals relate the individual's career interests and needs to organizational priorities. The most common goals of an IDP are to:

- (1) Learn new skills to improve current job performance.
- (2) Maximize current performance in support of organizational requirements.
- (3) Increase interest, provide challenge, and improve satisfaction in current position.
- (4) Obtain necessary knowledge, skills, and abilities to advance in current occupational series.
- (5) Use acquired competencies to make the employee highly competitive for career advancement.

b. While the supervisor and the employee have joint responsibility for developing and executing an employee's IDP, the responsibility of ensuring accomplishment of the activities or experiences that support the plan's objectives is the sole responsibility of the employee.

c. When both employee and supervisor are in agreement with the plan, they sign and date the IDP. Once the initial IDP form is completed, it may be reviewed to coincide with TAPES review process. The IDP should be jointly assessed at least semi-annually (to coincide with the mid-point performance review) and adjusted as needed, based on adequacy and practicality of the plan.

#### **14. Recruitment Strategies and Sources.**

##### **a. Recruitment Strategies.**

(1) The planned recruitment of highly qualified or high potential employees is essential to the development and maintenance of an effective health system administration program.

(2) Recruitment should be related to replacement needs projected on the basis of expected losses and planned expansions.

(3) Although primary hiring emphasis is generally placed at the entry level, recruitment of quality individuals from various sources and placement in the appropriate administrator and specialist levels may also be accomplished.

(4) Recruitment and selection practices are designed to obtain the best qualified candidates for available positions.

(5) Recruitment brochures, literature, advertising, or other appropriate and authorized publicity measures should be employed to support recruitment actions.

(6) Supervisors should align their recruitment and hiring practices with the ACTEDS career ladder and ensure the appropriate requirements are stated as selective placement factors in the job announcement.

##### **b. Recruitment Sources.**

(1) Competitive referrals.

(2) Status candidates eligible for transfer, reassignment, or reinstatement.

(3) Activity/MTF "upward mobility" programs that are part of the Local Merit Promotion Plan/Program which targets high-potential DA employees showing an interest in pursuing advancement within the GS-670/671 occupational series.

(4) Special placement assistance programs such as the DOD Priority Placement Program.

(5) College and university recruitment programs, professional conferences, and job fairs.

(6) Non-status candidates from an OPM certificate of eligibles or a certificate established by a delegated examining unit.

(7) Procedures of the Merit Promotion Program and appropriate labor agreements will apply in considering candidates who are current DA employees.

**15. Mobility Requirements.** Mobility is defined as geographic, organizational, or functional movement--either within Continental United States (CONUS) or outside Continental United States (OCONUS). Only GS-671 interns have to sign a mandatory mobility statement. Nevertheless, while many employees can achieve their career objectives in one geographical area, mobility is often a factor in achieving goals. Relocation may increase chances of acquiring broad-based management experience necessary for advanced level vacancies. .

**16. Affirmative Action/Equal Employment Opportunity.** Training and development opportunities for career field participants covered by this Plan will be provided without regard to race, color, sex, religion, national origin, non-disqualifying disabilities, or age.

**17. Summary of Change.** This ACTEDS plan supersedes a previous edition published in May 1999.

**APPENDIX A**  
**GS-670 HEALTH SYSTEM ADMINISTRATION**  
**KEY POSITION TITLES AND LOCATION LIST**

<b><u>TITLE</u></b>	<b><u>LOCATION</u></b>
Chief of Staff	MEDCOM
Executive Officer	RMC/MEDCEN
Chief, Uniform Business Office	MEDCOM
Chief, Patient Administration	MEDCOM

**APPENDIX B**  
**GS-671 HEALTH SYSTEM SPECIALIST**  
**KEY POSITION TITLES AND LOCATION LIST**

<b><u>TITLE</u></b>	<b><u>LOCATION</u></b>
Director, Program Analysis, and Evaluation	MEDCOM/RMC/RDC/RVC/MSC
Chief, Patient Admission & Disposition Division	MEDCEN/MEDDAC
Chief, Clinical Support Division	MEDCEN/MEDDAC
Chief, Managed Care Division	MEDCEN/MEDDAC
Chief, Quality Management Division	MEDCEN/MEDDAC
Executive Officer	MEDCEN/MEDDAC
Strategic Planner	MEDCOM/OTSG

**APPENDIX C**  
**HEALTH SYSTEM ADMINISTRATORS, HEALTH SYSTEM SPECIALISTS,**  
**AND INTERNS**  
**TRAINING COMPETENCIES**

**GENERAL ORIENTATION**

1. Knowledge of DOD and Army systems (e.g., acronyms, traditions, and military rank structure) in order to effectively function within the organization.
2. Knowledge of Army mission, goals, organizations, and functions in order to operate within appropriate parameters.
3. Knowledge of AMEDD mission, goals, functions, regulations, and procedures in order to implement into office functions.

**DECISION MAKING**

5. Ability to identify and evaluate alternatives, choose the best alternative, and implement the chosen alternative in order to make an effective decision.
6. Ability to synthesize new approaches using existing information and data in order to integrate into an effective action plan.

**COMMUNICATION**

7. Ability to effectively exchange ideas and transmit information in all directions in order to ensure dissemination of accurate information.
8. Ability to communicate through oral, written, and visual methods in order to effectively convey information.

**DATA ANALYSIS**

9. Ability to collect, analyze and process data in order to provide recommendations to senior leaders.
10. Knowledge of forecasting techniques and simulation models in order to assist with long-range projects.
11. Knowledge of statistics, analytical aids, and methods by which information is obtained, organized, arranged, and valued using quantitative methods in order to synthesize information and form an accurate recommendation.
12. Knowledge of long range, comprehensive, structured decision processes within an organization and strategic planning in order to improve production, streamline processes, and eliminate barriers of patient care.



13. Knowledge of workload management systems and principles of productivity in order to optimize work processes.

14. Ability to analyze productivity measures and to recommend improvements in order to improve operations.

15. Ability to perform make/buy and cost benefit analyses in order to determine cost effectiveness.

## **GENERAL MANAGEMENT**

16. Ability to assign work, evaluate employee performance, manage staffing and scheduling, and write job descriptions in order to effectively manage subordinate employees.

17. Ability to select personnel, administer progressive discipline to employees when needed, and mentor employees in order to create and retain an effective workforce.

## **HEALTH LAW AND POLICY**

18. Knowledge of Federal, state, and local as well as DOD, AMEDD, and DOD Health Affairs policies that impact healthcare organizations in order to ensure compliance with issues that impact health systems administration.

19. Ability to implement and oversee compliance programs in order to ensure compliance at all levels.

20. Knowledge of tort and criminal jurisprudence in order to structure risk management programs in order to participate in risk management programs.

21. Knowledge of policies that govern the conduct and privileges of the medical staff in order to assure conformity.

22. Knowledge of the process by which medical staff bylaws are developed and amended using Joint Commission on the Accreditation of Healthcare Organizations (JCAHO) requirements in order to increase the standards of services provided and to maximize the utilization of the health care facility.

23. Knowledge of the evaluative process performed by accrediting organizations that ensures the delivery of high quality medical care, such as JCAHO and the College of American Pathologists (CAP) in order to ensure compliance.

24. Knowledge of contract law and contracting procedures in the private sector as well as in the government in order to ensure contract compliance.

## **RESOURCE ALLOCATION**

25. Knowledge of and ability to utilize analytical techniques in order to monitor and evaluate the allocation of funds, to include maintaining financial records, controlling financial activities, identifying deviations from planned performance, and forecasting future funding requirements.

26. Ability to develop budgets and determine the optimal allocation of monetary resources needed in order to support programs.
27. Knowledge of the process of acquiring and retaining human resources in order to ensure a stable workforce.
28. Knowledge of materials management and medical logistics functions, including the management, cataloging, requirements determination, procurement, distribution, maintenance, and disposal of supplies and equipment in order to effectively manage supply operations.
29. Ability to ensure compliance with regulations such as Occupational Safety and Health Administration/Act of 1970 (OSHA), fire codes, Americans with Disabilities Act (ADA), etc. in order to ensure compliance.
30. Knowledge of the financing of military and civilian healthcare, healthcare economics, reimbursement methodology, capitation financing, and the healthcare insurance industry in order to execute responsibilities.

## **ETHICS**

31. Knowledge of ethical decision-making processes, structures, and social constructs underlying ethical theory; major ethical theories, divisions of health care ethics, and appropriate ethical decision-making methods in order to protect patient rights and confidentiality.
32. Ability (personal, professional, and organizational ethics) to articulate a personal code of ethics and a professional code of ethics; to compare and contrast the two; and to identify and effectively address ethical conflicts between or among, personal, professional, and organizational ethics; in order to foster an organizational climate that supports the organizational code of ethics.
33. Knowledge of personal, professional, and organizational ethics; professional and organizational codes of ethics; and the purpose and processes of ethical problem solving within health care organizations, including consultants, teams, or committees in order to protect the rights of patients, healthcare workers, and the organization.
34. Knowledge of bioethics—identification of ethical problems and their solutions in the areas of medical readiness; patient treatment; human subject research; organ donation and transplantation; and the allocation of scarce resources in order to provide guidance to patients as well as healthcare providers.

## **ORGANIZATIONAL BEHAVIOR**

35. Knowledge of the behaviors that define interaction among members of an intact group, to include team building, empowerment, individual and group responsibility, and motivation in order to enhance group productivity.
36. Knowledge of individual behavior and performance, with focus on motivation, retention, personal growth, and development, and how individuals contribute to the organization in order to build a cohesive work team.

37. Knowledge of the design and analysis of organizational structures (e.g., hierarchy, matrix, and teams) and how they affect the operation of an organization in order to implement into work operations.

38. Knowledge of collective bargaining and the impact of the negotiated agreements on the healthcare organization in order to operate within guidelines.

39. Ability to recognize and implement fair labor practices, effective interactions with union officials, and effective management of grievances in order to continuously improve working conditions.

40. Ability to employ techniques such as negotiation, mediation, and active listening in order to resolve conflicts.

41. Ability to introduce change or technical innovation in the workplace in order to enhance office procedures.

## **HEALTH CARE DELIVERY**

42. Knowledge of the on-going, iterative process used to assess and monitor the organization's ability to meet standards of care in order to implement changes.

43. Knowledge of and ability to conduct an on-going assessment of patient care, management of risk, the assessment of provider competencies and performance, the process of utilization review, and the implementation of corrective and follow-up actions, where indicated in order to improve practice and ensure compliance.

44. Knowledge of how trends in the population disease states effect the delivery of health care and the utilization of health care services in order to adjust services provided.

45. Knowledge of the methods used to assess the quality of patient care through comparison of actual versus expected outcomes in order to enhance the quality and availability of medical care.

46. Ability to apply the results of outcomes research to the improvement of the operation of the healthcare system in order to continuously improve practice.

47. Knowledge of practice guidelines in order to integrate into current operations.

48. Knowledge of wellness and health promotion programs in order to encourage participation of subordinates.

49. Knowledge of the principles of demand management and disease management in order to obtain optimum results.

50. Knowledge of medical terminology in order to comprehend medical data and reports.

51. Knowledge of the principles and philosophy of managed care and alternative delivery systems in order to reduce and stabilize overall government and beneficiary costs for health care while maximizing the utilization of the healthcare facility.

## **LEADERSHIP**

52. Ability to work with and through others to accomplish the goals of the organization, including the formulation and communication of the strategic vision in order to accomplish the mission.

53. Ability to encourage, guide, empower, and assist others in the accomplishment of organizational goals and mission, including contingency planning in order to continuously improve operations.

54. Ability to lead a diverse workforce in order to maintain a cohesive workforce.

## **MILITARY MISSION**

55. Knowledge of the integration of the medical mission into the larger mission of the Army and its line units in order to integrate into a cohesive program.

## **MILITARY MEDICAL READINESS**

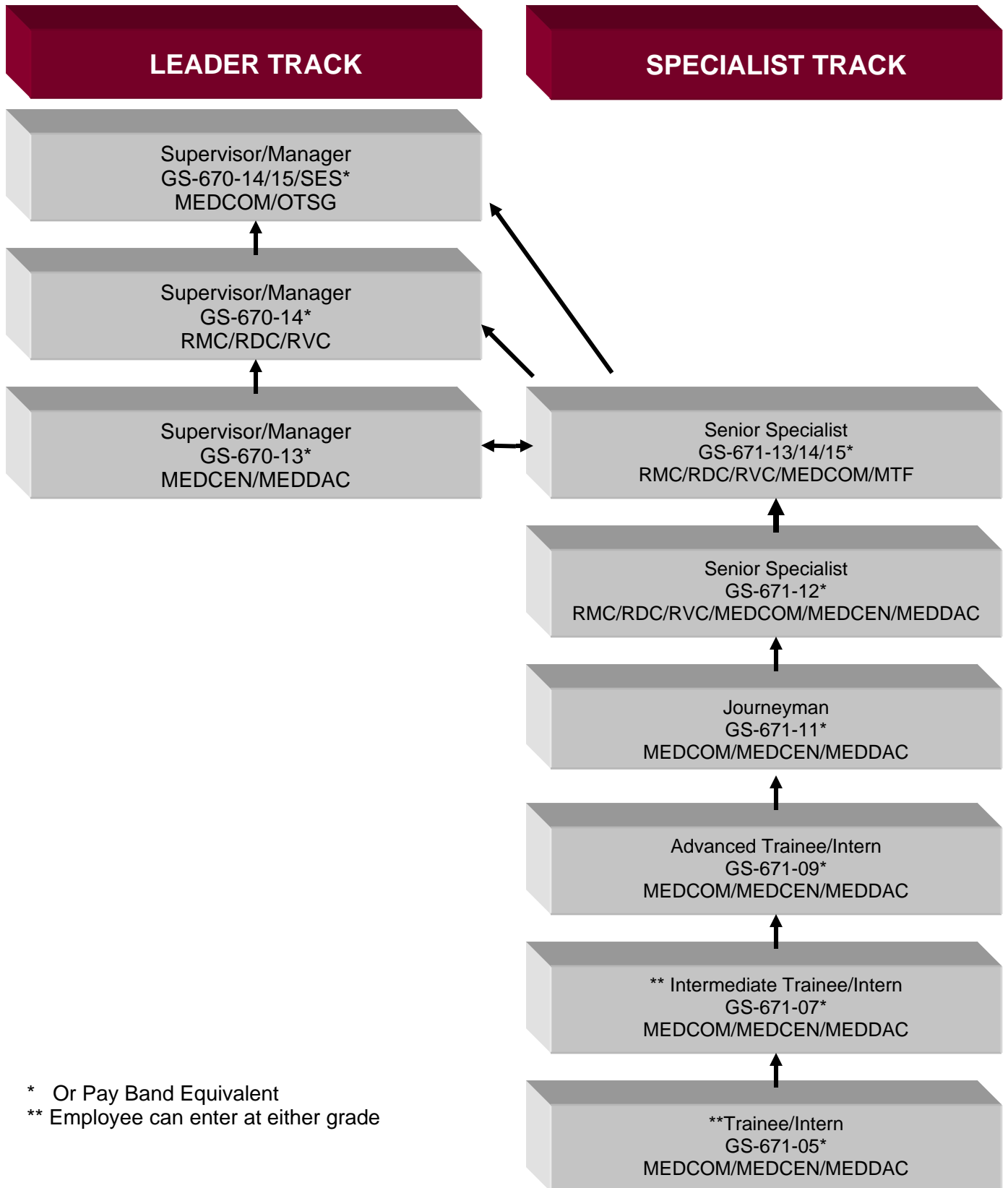
56. Knowledge of the AMEDD role in joint operations/exercises and National Disaster Medical Systems (NDMS) management in order to determine potential implications and implement changes as necessary.

## **PUBLIC RELATIONS**

57. Ability to effectively communicate, orally and in writing, ideas and concepts to others with different technical or experience backgrounds in order to disseminate information effectively.

58. Ability to speak to audiences from varied backgrounds, such as the military chain of command, health care professionals, military family members, internal staff, professional groups, community organizations and others in order to effectively convey information.

**APPENDIX D  
HEALTH SYSTEM ADMINISTRATORS, SPECIALISTS, AND INTERNS  
CAREER LADDER**



**APPENDIX E**  
**MASTER TRAINING PLAN MATRIX**  
**HEALTH SYSTEM ADMINISTRATOR –GS-0670**

Page 1 of 3

COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	Central Funding/ No Cost	INTERMEDIATE	ADVANCED	COMPETENCIES (Appendix B)
			GS-13	GS-14/15 SES	
1	<b>Civilian Basic Course (Formerly AODC, LEAD &amp; SDC)</b> TRADOC Resident/DL Resident 93 Hours/DL 60 Hours	X	U1	U1	16-17, 52-56
2	<b>TRICARE Fundamentals Course</b> TRICARE Management Activity DL 24 Hours	X	U1	U1	13-14, 25-27, 30
3	<b>Civilian Intermediate Course (Formerly OLE)</b> TRADOC Resident/DL Resident 115 Hours/ DL 91 Hours	X	U2	U2	12, 36-42
4	<b>Contracting Officer's Representative (COR) Course</b> ALMC FC 40 Hours		U2	U2	24
5	<b>Civilian Advanced Course (Formerly MDC, SBLM, PME I &amp; II)</b> TRADOC Resident/DL Resident 99 Hours/DL 66 Hours	X	U2	U2	5-6, 11-17, 27, 35-41, 52-55
6	<b>Professional Associations (ACHE/HFMA Certification)</b> Source Varies FC Length Varies		U3	U3	18-23, 28,29-34,42-49, 51-52, 56
7	<b>Team Building and Team Leadership</b> OPM FC 40 Hours		U3	U3	7-8, 27, 36-37, 40-41, 52-54
8	<b>Executive Development Seminar: Leading Change</b> OPM FC 80 Hours		U3	U3	5-9, 12, 27, 35-41, 52-58
9	<b>Seminar for New Managers: Leading People</b> OPM FC 80 Hours			U3	16-17
10	<b>Developmental Assignment HQ MEDCOM or RMC</b> Station/Installation FC/OJT Length Varies		C	C	12, 18, 25, 30, 52, 55, 57

LEGEND: FC = Formal Course  
DL = Distributed Learning  
OJT = On-the-Job Training

U1 = Universal Priority I  
U2 = Universal Priority II  
U3 = Universal Priority III

SUP = Supervisor Only  
C = Competitive  
DVP = Developmental Assignment

\* = According To Individual Job Requirement  
\*\* = Recurring Requirement  
\*\*\* = By Exception

**APPENDIX E**  
**MASTER TRAINING PLAN MATRIX**  
**HEALTH SYSTEM ADMINISTRATOR –GS-0670**

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COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	Central Funding/ No Cost	INTERMEDIATE	ADVANCED	COMPETENCIES (Appendix D)
			GS-13	GS-14/15 SES	
11	<b>Army Congressional Fellowship Program (ACFP)</b> Office of Chief, Legislative Liaison FC/OJT 15 Months-Intermittent		C	C	16, 57
12	<b>University Long Term Training (LTT)</b> University-Based FC Length Varies		C	C	5-8, 10-15, 18-23, 25-26, 28-39, 41-52
13	<b>Secretary of the Army Research and Study Fellowships (SARSF)</b> SARSF FC 6-12 Months		C	C	6,9-12, 45-46, 55
14	<b>DOD Executive Leadership Development Program (DELDP)</b> DOD FC 50-55 Days Over 1 Year		C	C	12, 41, 52-57
15	<b>White House Workshop</b> Vendor FC 3 Days		U3	U3	30, 52-58
16	<b>Capitol Hill Workshop</b> Vendor FC 3 Days		U3	U3	30, 52-58
17	<b>Army War College (AWC)</b> AWC FC 10-12 Months Resident/ 2 Years Distance Education	X	C ***	C	35-37, 52-58
18	<b>National War College (NWC)</b> NDU (National Defense University) FC 10 Months	X		C	35-37, 52-58
19	<b>Industrial College of the Armed Forces (ICAF)</b> NDU FC 10 Months	X		C	35-37, 52-58
20	<b>Defense Leadership and Management Program (DLAMP)</b> DOD FC Intermittent, 2-5 Years	X		U3	36-37, 52-58

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**APPENDIX E**  
**MASTER TRAINING PLAN MATRIX**  
**HEALTH SYSTEM ADMINISTRATOR – GS-0670**

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COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	Central Funding/ No Cost	INTERMEDIATE	ADVANCED	COMPETENCIES (Appendix D)
			GS-13	GS-14/15	
21	<b>Harvard University Program for Senior Executive Fellows (SEF)</b> John F. Kennedy School of Government, Harvard University FC 4 Weeks			U3	35-37, 52-54, 57-58
22	<b>Leadership Potential Seminar: A Personal Perspective</b> OPM FC 2 Weeks		U3	U3	35-37, 52-54, 57-58
23	<b>National Security Management Course (NSMC)</b> NSMC FC 6 Weeks	X		U3	35-37, 52-58

LEGEND: FC = Formal Course  
DL = Distributed Learning  
OJT = On-the-Job Training

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**APPENDIX F**  
**MASTER TRAINING PLAN MATRIX**  
**HEALTH SYSTEM SPECIALIST GS-0671**

Page 1 of 3

COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	Central Funding/ No Cost	ENTRY		INTERMEDIATE			ADVANCED	COMPETENCIES (Appendix D)
			GS-05	GS-07	GS-09	GS-11	GS-12	GS-13/14/15	
1	<b>General Orientation / Orientation to Employing Office</b> Local/Supervisor OJT Length Varies	X	U1	U1					1, 2, 3
2	<b>Organization and Functions of the Army Medical Department</b> Local/Supervisor OJT/DL Length Varies	X	U1	U1					1-4
3	<b>Civilian Foundation Course</b> TRADOC DL 57 Hours	X	U1						1-4
4	<b>Professional Associations (ACHE/HFMA Certification)</b> Varies FC Length Varies		U3	U3	U3	U3	U3	U3	17-23, 28,29-34, 42-49, 51-52, 56
5	<b>Civilian Basic Course (Formerly AODC, LEAD &amp; SDC)</b> TRADOC Resident/DL Resident 93 Hours/DL 60 Hours	X		U3 SUP-U1	U3 SUP-U1	U3 SUP-U1	U3 SUP-U1		7-9, 16-17, 27, 52-56, 60,
6	<b>Action Officer Force Integration Course (AFOIC)</b> Army Force Management School (AFMS) FC 40 Hours	X		U1***	U1	U1			10, 12, 27, 37, 55-56
7	<b>Fundamentals of Government Contracting</b> Varies FC 32 Hours			U1	U1				24
8	<b>TRICARE Fundamentals Course</b> TRICARE Management Activity DL 24 Hours				U1	U1	U1	U1	13, 14-15, 25-26, 30
9	<b>U.S. Army-Baylor University Graduate Program in Health Care Administration</b> U.S. Army/Baylor University FC 2 Years	X				U3	U3	U3	1-58
10	<b>University Long Term Training (LTT)</b> University-Based FC Length Varies				CPD	CPD	CPD	CPD	5-8, 10-15, 18-23, 25-26, 28-39, 41-52

LEGEND: FC = Formal Course  
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DVP = Developmental Assignment

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**APPENDIX F**  
**MASTER TRAINING PLAN MATRIX**  
**HEALTH SYSTEM SPECIALIST – GS-0671**

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COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	Central Funding/ No Cost	ENTRY		INTERMEDIATE			ADVANCED	COMPETENCIES (Appendix D)
			GS-05	GS-07	GS-09	GS-11	GS-12	GS-13/14/15	
11	<b>Team Building and Team Leadership</b> OPM FC 40 Hours					U3	U3	U3	7-8, 27, 35-36, 40-41, 52-54
12	<b>Contracting Officer's Representative (COR) Course</b> ALMC FC 40 Hours					U2	U2	U2	23
13	<b>Civilian Intermediate Course (Formerly OLE)</b> TRADOC Resident/DL Resident 115 Hours/ DL 91 Hours	X					U1	U1	12, 35-41
14	<b>Civilian Advanced Course (Formerly MDC, SBLM, PME I &amp; II)</b> TRADOC Resident/DL Resident 99 Hours/DL 66 Hours	X					U1	U1	5-6, 11-17, 27, 34-41, 52-55
15	<b>Seminar for New Managers: Leading People</b> OPM FC 80 Hours						U3	U3	16-17
16	<b>Developmental Assignment HQ MEDCOM or RMC</b> Station/Installation FC/OJT Length Varies						C	C	12, 18, 24, 30, 52, 55, 57
17	<b>Secretary of the Army Research and Study Fellowships (SARSF)</b> SARSF FC 6-12 Months						C	C	6, 9-12, 45-46, 55
18	<b>Executive Development Seminar: Leading Change</b> OPM FC 80 Hours							U3	5-9, 12, 27, 35-41, 52-54, 56-58
19	<b>Army War College (AWC)</b> AWC FC 10-12 Months Resident/ 2 Years Distance Education	X						C***	35-37, 52-58
20	<b>Army Congressional Fellowship Program (ACFP)</b> Office of Chief, Legislative Liaison FC/OJT 15 Months-Intermittent							C	18, 57

LEGEND: FC = Formal Course  
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**APPENDIX F**  
**MASTER TRAINING PLAN MATRIX**  
**HEALTH SYSTEM SPECIALIST – GS-0671**

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COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	Central Funding/ No Cost	ENTRY		INTERMEDIATE			ADVANCED	COMPETENCIES (Appendix D)
			GS-05	GS-07	GS-09	GS-11	GS-12	GS-13/14/15	
21	<b>White House Workshop</b> Vendor FC 3 Days							U3	31, 52-58
22	<b>Capitol Hill Workshop</b> Vendor FC 3 Days							U3	31, 52-58
23	<b>DOD Executive Leadership Development Program (DELDP)</b> DOD FC 50-55 Days Over 1 Year							C	12, 41, 52-57
24	<b>National War College (NWC)</b> NDU FC 10 Months	X						C	35-37, 52-58
25	<b>Industrial College of the Armed Forces (ICAF)</b> NDU FC 10 Months	X						C	35-37, 52-58
26	<b>Harvard University Program for Senior Executive Fellows (SEF)</b> John F. Kennedy School of Government, Harvard University FC 4 Weeks							U3	35-37, 52-58
27	<b>Defense Leadership and Management Program (DLAMP)</b> DOD FC Intermittent, 2-5 Years	X						U3	36-37, 52-58
28	<b>National Security Management Course</b> NSMC FC 6 Weeks	X						U3	35-37, 52-58
29									
30									

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\*\*\* = By Exception

# **APPENDIX G** **MASTER TRAINING PLAN MATRIX** **INTERN**

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COURSE NUMBER	COURSE / SEMINAR / OJT TITLE SOURCE TYPE OF TRAINING COURSE LENGTH	Central Funding/ No Cost	ENTRY	INTERMEDIATE	ADVANCED	COMPETENCIES (Appendix D)
			GS-5	GS-7	GS-9	
1	<b>General Orientation/ Orientation to Employing Office</b> Local/Supervisor OJT Length Varies	X	U1	U1		1-3
2	<b>Organization and Functions of the Army Medical Department</b> Local/Supervisor OJT Length Varies	X	U1	U1		1,2,3,4
3	<b>Civilian Foundation Course</b> TRADOC DL 57 Hours	X	U1	U1	U1	52-56
4	<b>Action Officer Force Integration Course (AFOIC)</b> Army Force Management School (AFMS) FC 40 Hours	X		U1***	U1	10, 12, 27, 37, 55-56
5	<b>Civilian Basic Course (Formerly AODC, LEAD, &amp; SDC)</b> TRADOC Resident/DL Resident 93 Hours/DL 60 Hours	X	U1	U1		7-9, 16-17, 27, 57
6	<b>Fundamentals of Government Contracting</b> Varies FC 32 Hours	X		U1	U1	24
7	<b>Intern Developmental Assignment - ACS for Health Policy</b> MEDCOM FC/OJT Length Varies	X			U1	5-6, 12, 17, 42-45, 52-55, 57
8	<b>TRICARE Fundamentals Course</b> TRICARE Management Activity FC 24 Hours	X			U1	13-15, 25-26, 30
9						
10						

LEGEND: FC = Formal Course  
DL = Distributed Learning  
OJT = On-the-Job Training

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U2 = Universal Priority II  
U3 = Universal Priority III

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DVP = Developmental Assignment

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**APPENDIX H**  
**ALPHABETICAL LIST OF COURSE DESCRIPTIONS**  
**HEALTH SYSTEM ADMINISTRATORS, SPECIALISTS, AND INTERNS**

**Action Officer Force Integration Course (AOFIC).** Presents the critical elements of the force integration processes, functions, and interrelationships by which the Army runs. DA Civilians at the GS-9 to GS-15 (or pay band (PB) equivalent) levels are eligible to attend. Additional information is available at: <http://www.afms1.belvoir.army.mil/courses/courses1.htm> (Source: AFMS) (Length: 40 Hours)

**Army Congressional Fellowship Program (ACFP).** This program is targeted to DA civilians at the GS-13 to 15 levels or above. Provides assignments for personnel whose current or prospective positions may require working knowledge of the operations of the Congress. Expenses for non-Career Program selectees will be born by their nominating command/organization. Expenses for Career Program applicants may be centrally funded by the respective CF FCR, subject to availability of funds. Additional information is available at: <http://www.cpol.army.mil/library/train/catalog/acfp.html>. (Source: Office of Chief, Legislative Liaison) (Length: 15 Months-Intermittent)

**Army War College (AWC).** The AWC prepares selected military, civilian, and international leaders to assume strategic responsibilities in military and national security organizations. Resident students may qualify to earn a Master of Science in Strategic Studies Degree. Applicants must sign a Senior Service College (SSC) Graduate Placement Program (GPP) Mobility Agreement as a condition of applying for SSC. DA civilian employees at GS-14/15, and high potential GS-13's are eligible to attend. This course is centrally funded. Additional information is available at: <http://carlisle-www.army.mil>. (Source: AWC) (Length: 10-12 Months-resident/2 years-Distance education)

**Capitol Hill Workshop.** Provides federal executives with an in-depth analysis of Congressional decision-making and its effects on U.S. domestic and foreign policy. Additional information is available at: <http://www.publicpolicyseminars.com/> (Source: Vendor) (Length: 3 Days)

**Civilian Advanced Course.** (This course consolidates curriculum formerly included in the Sustaining Base Leadership and Management Program (SBLM), Personnel Management for Executives (PME) I & II, and the Manager Development Course (MDC)). The Advanced Course is for civilian leaders who exercise predominantly indirect supervision. It is a combination of distributed learning and resident attendance. Students become skilled in leading a complex organization; managing human and financial resources; leading change, inspiring vision and creativity; directing program management and systems integration; displaying flexibility, resilience, and focus on mission. (Source: Training and Doctrine Command (TRADOC)) (Length: 99 Hours Resident/66 DL Hours)

**Civilian Basic Course.** (This course consolidates curriculum formerly included in the Action Officer Development Course (AODC), the Leadership, Education & Development Course (LEAD), and the Supervisory Development Course (SDC)). The Basic Course is designed for leaders who exercise direct leadership. It is delivered in a combination of distributed learning and resident attendance. Students will understand and apply basic leadership skills to effectively lead and care for small teams, apply effective communication skills, and develop and mentor subordinates. (Source: TRADOC) (Length: 93 Hours Resident/60 DL Hours)

**Civilian Foundation Course.** (Supersedes Intern Leader Development Course) This course is a prerequisite for the Civilian Leader Basic Course. The Foundation Course is designed for civilians entering the Army. This course is entirely distributed learning. Students will learn to understand and appreciate Army values and customs, serve professionally as a member of the Department of the Army, acquire foundation competencies for leader development, develop effective communication skills, and be ready to assume a first leadership role. (Source: TRADOC) (Length: 57 DL Hours)

**Civilian Intermediate Course.** (This course replaces the Organizational Leadership for Executives (OLE) Course.) The Intermediate Course is designed for civilian leaders who exercise direct and indirect supervision. It will be a combination of distributed learning and resident attendance. Students learn skills to manage human and financial resources; direct program management and systems integration, display flexibility, resilience, and focus on the mission. (Source: TRADOC) (Length: 115 Hours Resident/91 DL Hours)

**Contracting Officer's Representative (COR) Course.** This course provides the student with an overall view of the contracting process, with the major emphasis in contract administration. Army Logistics Management College (ALMC) provides training to individuals so they can be certified by their contracting office to become CORs. Discussions focus on services, supplies, medical, and construction contracts. The course is designed to help the student become familiar with statutory laws and regulations that govern the contracting process with emphasis on the Federal Acquisition Regulation and Defense Federal Acquisition Regulation. This course is offered by the ALMC. Additional information is available at:

<http://www.almc.army.mil/AMD/ALMC-CL/index.asp> (Source: ALMC/ Station/Installation) (Length: 40 Hours)

**Defense Leadership and Management Program (DLAMP).** DLAMP is a systematic program of "joint" civilian leader training, education, and development within and across DOD. It provides the framework for developing civilians with a DOD-wide capability, substantive knowledge of the national security mission, and strong leadership and management skills, thereby strengthening their potential to serve in key positions throughout the Department. Applicants must sign a SSC GPP Mobility Agreement as a condition of applying for SSC. Senior GS-13 (or PB equiv) employees with significant leadership and managerial experience may also be considered. Additional information is available at:

<http://www.cpol.army.mil/library/train/catalog/> (Source: DOD) (Length: Intermittent 2-5 Years)

**Developmental Assignment – HQ MEDCOM or RMC.** Structured training at an installation designed to put into practice job skills learned in the classroom. Includes specialized work experiences and projects that gradually increase in complexity and scope to approach those performed by a Senior Level Health System Specialist. (Source: Station/Installation) (Length Varies)

**DOD Executive Leadership Development Program (DELDP).** The purpose of this program is to: provide the advantage of a joint arena approach to civilian training that promotes greater understanding of the overall DOD mission; provide a new approach to the training of DOD employees which parallels the methodology of selected military training; focus on increasing the pool of eligible civilian employees for promotion to executive positions, regardless of sex, age, color, handicap, or national origin; and provide cross-agency exposure for mid-level civilian and military personnel. Competitive development course for GS/GM-12/13/14. This course is

centrally funded. Formal classroom instruction plus significant homework assignments. Additional information is available at: <http://www.cpms.osd.mil/eldp/index.html> (Source: DOD) (Length: 50-55 days over one year)

**Executive Development Seminar: Leading Change.** The Executive Development Seminar is aimed at highly effective managers; those considered by their agencies to have the potential to transition to the Senior Executive Service (SES). The seminar focuses on developmental activities designed to strengthen the ability of senior managers to make that transition. Additional information is available at: <http://www.leadership.opm.gov/content.cfm?cat=EDS-LC> (Source: OPM) (Length: 80 Hours)

**Federal Budgetary Policies and Processes.** This program is designed to give budget professionals, program managers, and executives the knowledge necessary to successfully prepare and defend their organization's budget. The seminar begins with an overview of the political, policy, and macroeconomic forces affecting the Federal budget. It then moves to an in-depth explanation of how to prepare a winning budget presentation through an intensive simulation of the full budget process. Additional information is available at: <http://www.leadership.opm.gov/content.cfm?CAT=FBPP> (Source: OPM) (Length: 80 Hours)

**Fundamentals of Government Contracting.** This course is an initial broad-overview course in Government contracting. The information covered is done in "critical-point" fashion. The critical points needed (as a minimum) to function effectively. The course covers some unique topics (e.g., the Government's people; ethics; how to find contract law; overriding contract concepts; etc.). The course covers a vast amount of information and attempts to do so in an easily digestible checklist manner. (Source: Varies) (Length: 32 Hours)

**General Orientation/Orientation to the Employing Office.** This includes orientation to the job site and introduction to the work, work setting, and rules, procedures, and goals of the unit. Subjects, in addition to personnel rules, include safety, security, and other matters affecting the unit's efficiency and productivity. Information should be given in sufficient detail to permit the new employee to meet the supervisor's expectations in covered matters and to approach assigned work tasks with confidence. (Source: Supervisor) (Length Varies)

**Harvard University Program for Senior Executive Fellows (SEF).** The purpose of the course is to build executive skills in political and public management, negotiation, human resource management, policy-making, organizational strategy, communication, ethics and leadership. Recommended for managers who are at GS-14/15 levels. This program is not centrally funded by ACTEDS resources. Additional information is available at: <http://www.cpol.army.mil/library/train/catalog/ch04husef.html>. (Source: John F. Kennedy School of Government, Harvard University) (Length: 4 Weeks)

**Industrial College of the Armed Forces (ICAF).** Prepares selected military officers and civilians for senior leadership and staff positions by conducting postgraduate, executive-level courses of study and associated research dealing with the resource component of national power, with special emphasis on materiel acquisition and joint logistics and their integration into national security strategy for peace and war. A Master of Science Degree in National Resource Strategy will be granted upon completion of ICAF. Applicants must sign a SSC GPP Mobility Agreement as a condition of applying for SSC. This course is centrally funded. Additional information is at: <http://www.cpol.army.mil/library/train/catalog/ch02icaf.html>. (Source: National Defense University (NDU)) (Length: 10 Months)



**Intern Developmental Assignment - Assistant Chief of Staff (ACS) for Health Policy.**

Structured training at MEDCOM designed to increase the intern's knowledge of health policy and policy formulation. Includes specialized work experiences and projects that gradually increase in complexity and scope to approach those performed by journeymen-level Health Systems Specialists. (Source: MEDCOM) (Length Varies)

**Leadership Potential Seminar: A Personal Perspective.** This seminar assists agencies in their leadership succession planning through early development of current and future managers and leaders. Participants discover and practice the skills and insights that foster effective and legitimate leadership and are the prerequisites for increasing levels of organizational responsibility. This course is also appropriate for high performing technical specialists and those in or transitioning into the supervisory/management pipeline. Course cost includes meals, lodging, tuition, and course materials. Additional information is available at:

[www.leadership.opm.gov](http://www.leadership.opm.gov) (Source: OPM) (Length: 2 Weeks)

**Management Development Seminar: Leading Organizations.** In this seminar, experienced mid-level managers step into the world of dynamic thinking, creativity, and innovative, results-producing performance. Sessions expose managers to new approaches and processes and show ways to achieve superior levels of organizational excellence. Managers bring real problems to the seminar. These "live case studies" are used to develop the skills and knowledge needed to deal more effectively with the rapidly changing Federal environment. Course cost includes meals, lodging, tuition, and course materials. Additional information is available at: [www.leadership.opm.gov](http://www.leadership.opm.gov) (Source: OPM) (Length: 2 Weeks)

**National War College (NWC).** The NWC prepares future leaders of the Armed Forces and federal officials for high-level policy, command, and staff responsibilities through a senior-level course of study in national security strategy. The NWC focuses on national security policy and strategy, and emphasizes the joint and inter-agency perspective. A Master of Science in National Resource Strategy or Master of Science in National Security Strategy will be granted upon completion of NWC. Applicants must sign a SSC GPP Mobility Agreement as a condition of applying for SSC. This course is centrally funded. Additional information is available at: <http://www.cpol.army.mil/library/train/catalog/ch02nwc.html>. (Source: NDU) (Length: 10 Months)

**National Security Management Course (NSMC).** This course will give senior DOD leaders and managers an understanding of the factors and forces that shape national security strategy and policy. The course objective is to improve the management and leadership skills that are necessary to influence the various processes within DOD. Participants may earn graduate credits for completion of academic requirements and the NSMC. The nominating activity funds travel/ incidental entitlements allowable by the Joint Travel Regulation (JTR). Additional information is available at: <http://www.cpol.army.mil/library/train/catalog/> (Source: Syracuse University, Syracuse, NY) (Length: 6 Weeks)

**Organization and Functions of the Army Medical Department (MDOO4).** This orientation includes information on the mission and composition of the AMEDD to include organization of medical centers and medical department activities, as well as the histories and functions of the six officer medical corps. Additional information is available at: [http://docs.usapa.belvoir.army.mil/jw2/xmldemo/p350\\_59/head.asp](http://docs.usapa.belvoir.army.mil/jw2/xmldemo/p350_59/head.asp) (Source: Supervisor/DL) (Length Varies)



**Professional Associations.** Provides a wide range of opportunities in healthcare delivery issues in seminars lasting one to three days. (Source: American College of Healthcare Executives (ACHE), Healthcare Financial Management Association (HFMA), Medical Group Management Association, American Hospital Association, state hospital associations, and others) (Length Varies)

**Secretary of the Army Research and Study Fellowship (SARSF).** This opportunity is available to civilian employees at the GS-12 level or above. Fellowships are granted with the intent to: support study and research on selected projects relevant to Army's mission; develop and increase the use of the best talents among Army career civilians; and support basic creativity of selected individuals. NOTE: Fellowships are not substitutes for projects that should be done on a normal on-duty assignment and financed through mission funds. Neither are they substitutes for academic programs that should come under other Army long-term training programs. Additional information is available at: <http://www.cpol.army.mil/library/train/catalog/sarsf.html>. (Source: SARSF) (Length: 6-12 Months)

**Seminar for New Managers: Leading People.** Provides the essential leadership competencies necessary for successful transition from line supervision into management. Key results include: Acquire new skills to use in accomplishing work through peers and subordinates; Develop an enhanced sense of how to adapt leadership styles to diverse groups; Learn to apply new conflict management tools to resolve organizational challenge; Understand better the flexibilities available in managing human resources; Gain an increased commitment to and understanding of the leadership role; Learn the role emotional intelligence plays in managerial effectiveness. This course is also appropriate for more experienced managers who have not yet had the opportunity for formal development of these competencies. Course cost includes meals, lodging, tuition, and course materials. Additional information is available at: <http://www.leadership.opm.gov/content.cfm?CAT=SFNM-LP> (Source: OPM) (Length: 80 Hours)

**Team Building and Team Leadership.** The seminar focuses on the fundamental team skills necessary to work effectively in a team-oriented environment. The seminar examines how to apply basic team processes and tools to foster commitment, increase trust, empower people, and create synergy for accomplishing organizational goals. Additional information is available at: <http://www.leadership.opm.gov/content.cfm?CAT=TBTL> (Source: OPM) (Length: 40 Hours)

**TRICARE Fundamentals Course.** The TRICARE Fundamentals Course is an entry-level course designed for those personnel involved in providing TRICARE assistance and counseling to beneficiaries. Major topics for this course include TRICARE eligibility, medical benefits, Reserve Component benefits, transitional benefits, pharmacy, dental, claims and appeals, and customer service. Additional information is available at: <http://www.tricare.osd.mil/training/tfc/> (Source: TRICARE Management Activity) (Length: 3 Days)

**University Long Term Training/University Training.** Various continuing education courses or seminars to keep abreast of changes in the field and ensure competency is maintained. (Source: University-Based) (Length Varies)

**U.S. Army-Baylor University Graduate Program in Health Care Administration.** In the new millennium, the Army-Baylor Program capitalizes on the strength of its diverse class structure to address pressing issues in health care. This Program fosters a cooperative spirit where physicians, nurses, aviators, engineers, information systems managers, dietitians, and administrators share perspectives on health care problems and solutions. This environment encourages health care providers in various specialties to understand one another as they try to tackle health care issues together. The course includes a 54-week didactic phase conducted at the U.S. Army Medical Department Center and School at Fort Sam Houston, Texas, followed by a 52-week Administrative Residency at a military or other federal health care institution designated by the member's service or department. This course is centrally funded. Additional information is available at: <http://www.cs.amedd.army.mil/Baylorhca/>. (Source: U.S. Army/Baylor University) (Length: 2 Years)

**White House Workshop.** Provides federal executives with an in-depth analysis of organization, operations, and policies with particular emphasis on presidential decision-making and its impact on U.S. foreign and domestic policy. Additional information is available at: <http://www.publicpolicyseminars.com/> (Source: Vendor) (Length: 3 Days)

**APPENDIX I**  
**SOURCES OF HIGHER EDUCATION COURSES**  
**HEALTH CARE ADMINISTRATION**

A list of programs accredited by Accrediting Commission on Education for Health Services Administration (ACEHSA) is available at: <http://www.acehsa.org/programs.htm>. The listing includes the program name, date of initial accreditation, date of the last accreditation action, and the degree(s) granted by the accredited program.

## APPENDIX J GLOSSARY

<b><u>ACRONYM</u></b>	<b><u>DEFINITION</u></b>
ACEHSA	- Accrediting Commission on Education for Health Services Administration
ACFP	- Army Congressional Fellowship Program
ACHE	- American College of Healthcare Executives
ACS	- Assistant Chief of Staff
ACTEDS	- Army Civilian Training, Education, and Development System
ADA	- Americans with Disabilities Act
AEP	- Affirmative Employment Program
AFMS	- Army Force Management School
ALMC	- Army Logistics Management College
AMEDD	- Army Medical Department
AMEDDC&S	- Army Medical Department Center and School
AODC	- Action Officer Development Course
AOFIC	- Action Officer Force Integration Course
APPD	- Army Personnel Proponent Directorate
AWC	- Army War College
CAP	- College of American Pathologists
CES	- Civilian Education System
CF	- Career Field
CONUS	- Continental United States
COR	- Contracting Officer Representative
CPD	- Competitive Professional Development
DA	- Department of the Army
DELDP	- DOD Executive Leadership Development Program
DL	- Distributed Learning
DLAMP	- Defense Leadership and Management Program
DOD	- Department of Defense
EEO	- Equal Employment Opportunity
FC	- Functional Chief/formal course
FCR	- Functional Chief Representative
GPP	- Graduate Placement Program
HQDA	- Headquarters, Department of Army
HFMA	- Healthcare Financial Management Association
IAW	- in accordance with
ICAF	- Industrial College of the Armed Forces
IDP	- Individual Development Plan (non-regulatory)
JCAHO	- Joint Commission on the Accreditation of Healthcare Organizations
JTR	- Joint Travel Regulation
LEAD	- Leadership, Education, and Development
LTT	- Long Term Training
MACOM	- Major Army Command
MDC	- Managers Development Course
MEDCEN	- Medical Center
MEDCOM	- Medical Command
MEDDAC	- Medical Activity
MITP	- Master Intern Training Plan
MTF	- Medical Treatment Facility
MTP	- Master Training Plan
NDMS	- National Disaster Medical System

**ACRONYM****DEFINITION**

NDU	- National Defense University
NSMC	- National Security Management Course
NSPS	- National Security Personnel System
NWC	- National War College
OCONUS	- Outside Continental United States
OJT	- On-the-Job Training
OLE	- Organizational Leadership for Executives
OPM	- Office of Personnel Management
OSHA	- Occupational Safety and Health Administration/Act of 1970
PB	- Pay Band
PME	- Personnel Management for Executives
RDC	- Regional Dental Command
RMC	- Regional Medical Command
RVC	- Regional Veterinary Command
SARSF	- Secretary of the Army Research and Study Fellowships
SBLM	- Sustaining Base Leadership and Management
SDC	- Supervisory Development Course
SEF	- Senior Executive Fellows
SES	- Senior Executive Service
SME	- Subject-Matter-Expert
SSC	- Senior Staff College
TAPES	- Total Army Performance Evaluation System
TRADOC	- Training and Doctrine Command
TSG	- The U.S. Army Surgeon General
US	- United States

## APPENDIX K REQUEST FOR EQUIVALENCY CREDIT

### Instructions for Completing and Handling Request:

- Employee completes Section I, provides input for Section II, and forwards request to supervisor.
- Supervisor reviews Section II and completes Section III. If concurring, forwards request to approving authority. If nonconcurring, returns request to employee.
- Approving authority completes Section IV and returns request to supervisor.

Section I – Employee’s Request for Equivalency Credit		
Name (Last – First – MI)		Career Field/Program Number
Title/Series/Grade (or PB Equivalent)	Course Title & Code	Course Provider
Employee’s Signature                      Date Signed		Telephone Number and E-mail
Section II – Training Information		
<div style="margin-bottom: 10px;"><input type="checkbox"/> Work Experience: (Attach detailed explanation of work assignments. Identify competencies and explain how they were acquired.)</div> <div style="margin-bottom: 10px;"><input type="checkbox"/> Formal Education or Training, including Correspondence Study: (Attach transcript(s) and descriptions of course work, to include course title, course level, and grade. Identify competencies and explain how they were acquired.)</div> <div><input type="checkbox"/> Self-development Activities (Attach detailed explanation. Identify competencies and explain how they were acquired.)</div>		
Section III – Supervisor’s Recommendation		
<input type="checkbox"/> Concur <input type="checkbox"/> Non-concur		
Supervisor’s Name, Title, Organization, and Mailing Address		Telephone Number and E-mail
Supervisor’s Signature		Date Signed
Section IV – Approving Authority’s Decision		
Approving Authority’s Name, Title, Organization, and Mailing Address		Telephone Number and E-mail
Approving Authority’s Signature		Date Signed

## APPENDIX L INDIVIDUAL DEVELOPMENT PLAN

Page 1 of 2

**PRIVACY ACT STATEMENT.** Section 4103 of Title 5 to U.S. Code authorizes collection of this information. This information will be used by staff management personnel and the Civilian Personnel Advisory Center servicing your locality, to plan and/or schedule training and development activities. Collection of your Social Security Number is authorized by Executive Order 9397. Furnishing the information on this form, including your Social Security Number, is voluntary.

NAME:	Last 4 of SSN:	PERIOD COVERED:	CAREER FIELD:
POSITION TITLE/GRADE (or PB Equivalent):		ORGANIZATION:	

### 1. DEVELOPMENTAL OBJECTIVES (Skills/Performance Enhancement, Career Development, Etc.)

a. Short-Term Objectives	b. Long-Term Objectives (3-5 Years)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

### 2. MANDATORY TRAINING FOR ACCREDITATION/CERTIFICATION

Course Title/Number	Objective Supported	Course Provider	Date Required	Hours	Tuition	Estimated Travel/Per Diem
1.						
2.						
3.						
4.						
5.						

### 3. UNIVERSAL MANDATORY TRAINING (Priority I)

Course Title/Number	Priority	Course Provider	Date Required	Hours	Tuition	Estimated Travel/Per Diem
1.						
2.						
3.						
4.						
5.						

**4. UNIVERSAL TRAINING (Priority II AND III)**

Course Title/Number	Objective Supported	Priority	Course Provider	Date Required	Hours	Tuition	Estimated Travel/Per Diem
1.							
2.							
3.							
4.							
5.							

**5. COMPETITIVE PROFESSIONAL DEVELOPMENT**

Type of Assignment	Location	Proposed Dates	Estimated Travel/Per Diem
1.			
2.			
3.			
4.			
5.			

**6. TRAINING OR SELF DEVELOPMENT COMPLETED DURING LAST FY**

Training Course or Developmental Activity	Location	Completion Date	Hours
1.			
2.			
3.			
4.			
5.			

**7. INTERN ON-THE-JOB TRAINING**

Developmental Activity	Location	Proposed/Completion Date	Supervisor Initials	Hours
1.		/		
2.		/		
3.		/		
4.		/		
5.		/		

I certify that I will support the training and/or development outlined in this IDP and will recommend approval of training costs in each FY budget. I have discussed this with the employee for whom this IDP has been prepared and concur with documented training.

\_\_\_\_\_  
**Program Manager/Supervisor      Date**

\_\_\_\_\_  
**Functional Chief Representative      Date**

I have discussed my career goals and the training or development needed to achieve these goals. I have included only goals that I can realistically expect to achieve during the time period specified.

\_\_\_\_\_  
**Employee      Date**



## **APPENDIX M CREDITS**

Use of hyperlink to <http://www.acehsa.org/programs.htm> website is credited to the Accrediting Commission on Education for Health Services Administration (ACEHSA).